Page Denied

26 November 1973

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT   : Meeting, 29 November

1. The Curriculum Committee will meet on Thursday, 29 November, in the DTR Conference Room at 0900 hours.

2. The Agenda:

    a. Progress report on suggestions made in the 7-8 November meeting:

        -- Collection of course objectives for the Course Data Folder Project -[   ]   STATINTL

        -- Search for guidelines in course critique construction --[   ]   STATINTL

        -- Plans for[   ]   STATINTL

        -- Information on coverage of items of current interest in courses conducted by FTD [   ]   STATINTL

    b. Comments and review of the draft of an OTR Notice on end-of-course reports (draft attached).

[   ]   STATINTL

10 December 1973

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT   : Minutes of Last Meeting, 29 Nov. 73

1. The Curriculum Committee met on 29 November 1973 in the DTR Conference Room at 0900 hours with all members present.

STATINTL

2. [   ] announced (1) the USSR Country Survey has not been canceled; it will run on a request basis; (2) the evaluation of the Systems Dynamics Course, which is scheduled to begin in early January, will come before the Curriculum Committee after the first presentation; the Committee will discuss its efficacy; (3)

STATINTL

[   ] is interested in running a course entitled, "Tomorrow's Secretary," for the Office of Logistics. The cost is $11,25 per participant for a class of 20; the Office of Logistics is willing to pay. The Committee will evaluate this course after the first running.

STATINTL

3. The minutes of the last meeting were reviewed and discussed. [   ] as a subcommittee to meet with C/CTP to solicit his views on training for CTs in connection with any changes in operations training in the coming year. [   ] STATINTL said that the current estimate for DDO population for the BOC for the coming year is [   ] said that he simply could not handle STATINTL that many people. [   ] will discuss this with [   ] STATINTL With the thought of advising the DDO that there has been some misuse of the BOC in the past, [   ] asked for some statistical information on graduates of recent runnings of the BOC. Mr. White said that he could get these easily.

STATINTL

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STATINTL

4. Concerning coverage of items of current interest in OTR courses, Mr. White said that we might be too responsive to the whims of special groups but agreed that the compilation of this inventory of what is being covered in our courses might provide a good starting point for a more in-depth discussion of the subject. There was discussion of using the Committee as a coordinating body on all such requests for special coverage. [   ] said that he felt that this sort of thing would fall in line as part of our black book project.

STATINTL

5. The Committee then reviewed the end-of-course report draft notice making specific changes and suggestions. The word "critique" will no longer be used in the Office of Training; it will be replaced by the words "course evaluation". Another draft of the notice will be prepared.

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6. _____ will visit _____ in connection with in-house production of TV tapes and films. There was a discussion of the relative merits of film and tape. _____ said that we need some evidence and statistics from ALT about their instructional methods and their current needs.

STATINTL

7. _____ reviewed his progress on the black book project. He felt that the Committee must decide how it wants to go about this, and he distributed reading material to the Committee. He proposed that we take two or three courses and use them as experimental units; for those courses we will try to write measurable objectives. Mr. _____ asked those present to designate staff members to work with him in translating current objectives for courses into measurable objectives. If the project is successful, we will move to other courses. _____ volunteered the IPC course, and _____ indicated that _____ will be his designee.

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STATINTL

8. _____ told the Committee that he had heard from _____ concerning _____ meeting with the Committee last August about training for outgoing officers whose cover has been changed because of the _____ an outline of the subjects to be handled in a training course and an estimate of the people involved -- an average of 15 officers a month based on a 11 month teaching year with the peak period being in the spring. _____ will study the request in conjunction with the reworking of the Orientation for Overseas. In addition, _____ has received an informal inquiry from WH about economics training for its officers. _____ will talk to _____ and will sound out OER as to input. The results will be reported to the Committee. Both requests may present staffing problems.

9. The next meeting of the Committee will be held on 13 December with the major agenda item being the evaluation of the Language Learning Center curriculum.

STATINTL

OFFICE OF TRAINING

NOTICE
NO.

SUBJECT: End-of-Course Reports

1. In recent months, considerable variance has been noted in the content of end-of-course reports prepared by instructors in the Office of Training.

2. To establish some uniform guidelines about the preparation of end-of-course reports, the following information should be contained in each report:

    a. Statistics on class composition; number or percentage by Directorate or component; grade and/or age distribution; length of Agency service; equal employment opportunity statistics should not be included;

    b. Changes or innovations in the course running; how the course differed from previous runnings; or how the course was changed to fill some new objective;

    c. Problems encountered and proposed solutions for the next running;

    d. A response to significant student critiques including a statement to the extent to which the students' objectives were met;

    e. Plans for post-training feedback;

  f. A summary of the conduct of the course; and a

   statement with reference to the extent to which

   objectives were met.

 2. End-of-course reports should not exceed two pages; they
should be submitted in an original and two copies.

           Alfonso Rodriguez
           Director of Training

OFFICE OF TRAINING

NOTICE
NO.

SUBJECT: End-of-Course Reports

1.   In recent months, considerable variance has been noted in the

content of end-of-course reports prepared by instructors in the

Office of Training.

2.   To establish some uniform guidelines about the preparation

of end-of-course reports, the following information should be

contained in each report:

a.   Statistics on class composition; number or percentage

by Directorate or component; grade and/or age distri-

bution; length of Agency service; (equal employment

opportunity statistics should not be included);

b.   *Major* Changes or innovations in the course running; how the
(substantive, administrative, methodological)
course differed from previous runnings; or how the

course was changed to fill some new objective;

c.   Problems encountered and ~~proposed solutions for the~~ *a plan to resolve the problems*

next running;

d.   A ~~response to~~ *summary & comment on* significant student ~~critiques including~~ *reaction to course*

~~a statement to the extent to which the students'~~

~~objectives were met;~~

e.   ~~Plans for post-training feedback;~~

a. A summary of the conduct of the course; and a

statement with reference to the extent to which

objectives were met.

2. End-of-course reports should ~~not exceed~~ *be brief* two ~~pages~~; they

should be submitted in an original and two copies; *attachments :*

ILLEGIB

"~~Critique~~"
Course evaluation

Keep routing in as decided earlier.

Alfonso Rodriguez
Director of Training

Routing
distribution ?

no longer is
word critique
to be used.

ADMINISTRATIVE - INTERNAL USE ONLY

Date

OTR NOTICE

No.

SUBJECT: End-of-Course Reports

1. End-of-course reports will be submitted to the Director of Training within two weeks after the completion of the course; if this schedule cannot be met, the Office of the Director of Training should be notified.

2. In preparing end-of-course reports, the following information should be included in each:

   a. A summary of the conduct of the course, and a statement with reference to the extent to which objectives were met; a statement of course objectives should be in the end-of-course report if it is not an integral part of the course schedule;

   b. Statistics on class composition (equal employment opportunity figures are to be omitted) including number or percentage by Directorate or component, grade and/or age distribution, and length of Agency service;

   c. Major changes or innovations in the course running;

   d. Problems encountered, and plans to resolve the problems in the next running;

ADMINISTRATIVE - INTERNAL USE ONLY

    e. A summary of, and comment on, student reaction to the course.

    2. End-of-course reports should be brief; they should be submitted in an original and two copies with the following attachments: course schedule as amended, the roster, and course evaluations. Routing shall be from the instructor to the Unit Chief; SA/OT (if applicable); C/PDS/DTG; C/PDS; and the Director of Training.

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Alfonso Rodriguez
Director of Training

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ADMINISTRATIVE - INTERNAL USE ONLY

ADMINISTRATIVE - INTERNAL USE ONLY

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  A
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    T

Date

OTR Notice _____

No.

SUBJECT: End-of-Course Reports

1.   End-of-course reports will be submitted to the Director of Training ten working days after the completion of the course; if this schedule cannot be met, the Office of the Director of Training should be notified.

2.   In preparing end-of-course reports, the following information should be included in each:

a.   A summary of the conduct of the course, and a statement with reference to the extent to which objectives were met; a statement of course objectives should be in the end-of-course report if it is not an integral part of the course schedule;

b.   Statistics on class composition (equal employment opportunity figures are to be omitted) including number or percentage by Directorate or component, grade and/or age distribution, and length of Agency service;

c.   Major changes or innovations in the course running;

d.   Problems encountered, and plans to resolve the problems in the next running;

e.   A summary of, and comment on, student reaction to the course.

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ADMINISTRATIVE - INTERNAL USE ONLY

ADMINISTRATIVE - INTERNAL USE ONLY

3. End-of-course reports should be brief; they should be submitted in an original and two copies with the following attachments: course schedule as amended, the roster, and course evaluations. Routing shall be from the instructor to the Unit Chief; SA/OT (if applicable); C/PDS/DTG; C/PDS; *the DDTE*; and the Director of Training.

Alfonso Rodriguez
Director of Training

10 MM

2

ADMINISTRATIVE - INTERNAL USE ONLY

Curriculum Com___ttee

29 ~~28~~ November 1973
DTR Conference Room

The Curriculum Committee met in the DTR Conference Room on
29 November 1973 with all members present.   STATSPEC

STATINTL

STATINTL

[   ]began with several announcements for the committee:

1. The USSR Country Survey, which was canceled last year, was run on a
    requested basis. It ran for [   ]; submect was raised whenSchedule of

    Courses showed it with an asterisk "as scheduled." It is not actually

    a cancelled course as it was thought to be.

2. Info science courses.

    The systems dymanics course is scheduled 5 January. After its first

    ~~evaluation-~~ presentation, there will be an evaluation of it. Itś cost

    is high. After its running, the Curriculum Committee will discuss its

    efficacy. Cost is high. OᎡD is paying 50-50. is being conducted by

STATINTL

STATINTL

[   ](foremost contractor in this field in the U.S.) 4-5
~~different pr~~ojects using this system which are being experimented with
in the Agency. Important for OTR to seek leadership in fields like this.
We do not know the extent of itsapplicatin, but it is important that we
go on down the road and do it before some one else does it for us. Let's
try it. It's for analysits -- intelligence and budgetary...
something of a dilemma in preparing the course. Committed to another
Workshop for DIS in April. If we continue to have community
responsibility, put more successful workshops on, we will have more
demand. On the other hand, the individual office workshops may be the
route to go. We'll see how the workshops for the Office of Finance
feels about this. The workshops for components will probably be the
answer.

STATINTL   [   ]

We'll look forward to hearing results on this.

Orientation for subprofessionals. There are some serious gaps in some of
the training for subprofessionals. In addition, there is some gap in
clerical training.

STATINTL

STATINTL

[   ]knows of this--~~putting~~ on a course for sale which is called
Tomorrow's Secretary. [   ]wants to bring it into OL. While in
OTR she learned some and is now applying some of the things she
learned. If its valid for OL it's valid for the whole Agency. If
this is right, OTR should be putting on a course of common concern. It's
$11.25 per participant fora class of 20.

STATINTL

Talking about two different things here--
[   ]program
and an orientation for sub professionals.

I suggest we let OL spend the $250 and then we'll see about it.

STATINTL

Let's watch the budget. We need some money in our budget for
curriculum development. Whenever this kind of thing comes up, we
react. If we are to be experimental and be reaching ahead we need
some flexibility in doing things more than what our current budget
allows. It's an agonizing process to scrape up this money from unidenti-
fied sources.   STATINTL

Look at curriculum and take a look at employees who are being left out
and see what we can do in the area; wait for reply to[   ]

STATINTL

memo to training officers re course for sub-professionals and
wee where we stand, and then discuss.

Minutes of last minut meeting

We have had a couple of meetings to comeup with options. We're
looking at our commitments, and our earliest target date for a
change is about the first of the fiscal year.

Suggest that before much water goes under the gate that we ask John
STATINTL [   ] to be here and tell us with respect to his ideas about the
reordering of the training for CTs. Could significantly affect this
and we can't do a revision of the current training profess in a
vacuum.

Options for use of OFC for CTs:
1. Put them all through as a screening mechanism...
2. Take borderline cases with interest in DDO and who seem questinable
    and siphon these out and put them through as a prerequisite to the
    BOC.
                                                                STATINTL
Appointed [   ] as a subcommittee to meet with C/CTP and have him
express himself on what his views are .

We're examining our options now. Putting our optinns on planning board to
see if it is possible to do it. But the next stage is to find out how many
instructors we'll need to do this.

Current estimate for DDO population for theBOC for the coming year will be
120. Try to get them to break this figure down as to type of
people they are talking about and get them to agree to revise it downward
by about a third or a fourth.

We have to be practical about it. We simply cannot handle that many in the
BOC.

It would mean a different kind of BOC.

Then it's not a BOC. You would not get the same kind of training. This is
why we want to take a look at possibility of offering an OFC so that people
in the DDO's 120 figure who are not really going to be case officers can be
put into the OFC. We must offer these pepple reasonable trainng.

Dale, Alan, John to meet and will advise further. Sure that Dale is planning
appoopirate memo and statement for the record of the misuse of BOC by the
DDO. Matter will become acute as we go into this high requirement stage.
Selection mechanism within DDO for BOC shuld be in some way hooked up to
OTR so that we can keep them honest. k

Have an appt with [   ] to talke about this.   STATINTL

I'm sure that C/CTP will admit that he also has a couple of people in the
BOC who shouldn't be in there. In the future, we'll have to get a pretty
firm policy decision on this...
1. What is the role and responsibility of OTR with respect to the evaluation
    of students;
2. Should we be able to drop students from a course for non performance;
3. What kinds of red flags during the assessment and interview stage before
     BOC should be raised as grounds for extra assessment or perhaps
put them through another screeningprocess via the OFC.

                                                                STATINTL
Why don't you [   ] commit to paper what you think it should be.   STATINTL
Also convey message to [   ] that OTR is stirring.

Would like to be anointed a little more formally by the DTR before doing this.
I think it's a question that has to be taken up with DTR and see how far he's
prepared to go.

We don't have th___ lata that we need perhaps to ma___ some judgments. We should take a look at last couple of BOCs and see what the people who finished it did...overseas, etc.

Dale doesn't have them, but [_____] said he could get and see what's STATINTL happned to the last couple of classes.

Keep in mind that we have x amounts of space, x amouunts of instructors, and x amount of money, and since there is not going to be any increase, it's going to be hard.

The message is to be given to our principal customer and then we'll hear further.

Since IWA is also affected in the training of CTS, should someone from there att attend these meetings?

Par 7 of minutes

Re items of current interest in courses, it might be appoopriate for the CC to deliberate on the subject of the extend to which it is desirable or necessary to include in a variety of our courses mere allusions to these little interests of the moment. Are we doing too much of this?
Are we being too responsibe to the whims of special interest groups.

This inventory of what is being covered might provide a good starting off point for such a discussion.

We're having so many fragmented dealings which might lead to a curriculum imbalance.

Is it not then clear amonst us that the Unit Chiefs say to their people to not respond [_____] too easily to special requests.

We have a responsibility to coordinate this, and there was an attempt to do this in the past.

When these requests some in we should ask that it be made a formal request. We really should hav ea procedure forhandling these things and the decision should not reside in the hand of any unit chief. It ought to come to a central point/body. It shold come to this body. If it results in a rejection, then it ought to go to the DTR.

If you're talking about a suggestion for a particular guest speaker presentation, I would certainly hate to come running to the CC for each one. If you're talking about a course offering, then I certainly would, but not for just one particular topic or lecture.

If the Committee wants to establish guidelines concerning what seems to be approprirate content with rexpect to AOD, IWA, that's fine, but as far as wantin{ to put a new activity in the Midcareer or the AIS, this would be an enormous task.

I don't thimk this Committee should be wasting its time on this.

What we need is a centralized coordinated useful data base so that some analysis can be made in not only to tell us what is going on in /at a cebtain point so that we can see collectively what is going on. We need a total compilation of what we are doing. We are just starting this in our black book project.

Don't the schedules give us this content?

Sometimes the schedules don't give you this information. We have seen it many times. When these offieers frequently made

The Committee here can be aware of anything new today. One thing that is coming is the I.C. ...this will be quite an item. I think we should be alert to the fact that someone in the I.C. staff talked to the DTR and said I want

said, "I told him I would do everything I could to help him."

This is an example of how we can keep each other alert to the new things
coming. Ifxth As they do, let's talk together and be aware.

STATINTL

STATINTL

I would guess that 75% of the guest speakers appear in [   ] courses.
If he has no problems, they why are we worrying?

The new oranization solves many of these kinds of problems.

End-of course report notice...

[   ] suggested we strike the first paragraph onthe notice and   STATINTL
add: end-of course reports will be submitted to the DTR through the
unit chief within two weeks of the terminal date of the course:
exceptions being any unspecified instance where the schedule cannot be met
the office of the DTR should be notified.

Objectives should be dealt with in the first paragrph.

We should find a new name for critiques...

I looked for guidance in construction of critiques. Geneeally, people
do not use critiques in the sense that we have them. They go back to a
very specific learning objective. Discussed CSC paper dated 26 October 1973,
discussed CSC forms...a controlled response and free response section.

STATINTL

[   ] also showed the members another guide: Training Opinion
Questionnaire; also showed them our new 10491.

in mins   Committee decided we would use the word "course evaluation" instead of
critique. No longer will the word Critique be used in OTR because it
has negative overtones.

in mins   Objectives should be written into the course schedule.

Statement of course objectives should be in the end-of=course report --
in the body of the report or on the attached schedule unless it is an
integral part of the cours schbdule.

STATINTL

[   ] will be next week. This refers to the priority   STATINTL
for the uu in house production of TV tapes and films. At our earlier meeting,
[   ] pointed out to us that overseas stations have only certain technicalTINTL
piecess of equipment...

Maybe we have to hav a picture of the equipment on hand in any station in
the world. OL can give us this.

Dsicussion turned to professional producer of tapes and films: STATINTL
We have been relying on our internal assets and relying somewhat on external

Is OTR serious about going the route of heavy involvement of production of
tapes and film and we we are will we continue to operate as catch and catch
can. If so, should we go out and hire our own consultant?

Is this set of questions appropriate for this group?

STATINTL

What good has it done us to have gone this route once before with [   ] etc.
Are their films useful today: Have they been useful?

I have a paper on tapes and it gives statistics, but don't have paper on
statistics for film.

One big advantage with tape...once you're finished with it, you can erase it
and use it again. Costs of color film is expensive - $400...black and white
is ½ - $200, tapes - $40.

Problem is with ALT use overseas.

They can put together some statistics to be accurate indicators of frequency of us. Think is films may be in almost constant use. Some go back to the 50s. They may be include dated in technique and costume, but they are valid for content.

STATINTL

Only guy we have is [   ] and he's on contract and he can work for us only 120 days a year.

In addition to [   ] we have a number of people who are interested and STATINTL eager to spring into the vacuum and they are a lot of people who want to step ir its easy to get yourself inxx into a k point ofhaving no product or a oneway product. X My real beliefe is that OTR does not k ow why it is doing something We must take decision in the firm knowledge of whyxxx we are taking it. Don't let things happen without decisions.

Decisions must be made within the content of obuectives.

[   ] is coming up with a proposal for full time academic training STATINTL to study this sort of thing. C C should decide on its needs before the Career service board makes its decision on sponsorship.

Does compl tion of study guarantee ability? Will he be fully qualified or in an apprentice stage?

Feel we have to get someoutside help. I'm not so sure that we should pay much attention to film. Perhaps we should think more about the video tape thing. Let's clncentrate in the future on video tape.

We're not technically equipped yet to do a cdmparable job on tape. We have all the equipment we need for motion picture film. We do not have color cameras for TV, we have no editing capability and a few other things are missing to get our technical ca½ability up to the same level for which we have in producing movie film.

Will production costs offset this?

They should.

There seems to be no disagreement that OTR goes the route of profiessional assistanse. Also, TV operation looks to be the picture in the long run.

Question: what route do we go to acquire professional assistance.

Feel that a rather full scale staff study of the OTR production problem the alternatives open, thus -- film versus video, and the alternative which failure to take action along one of these routes would leave us... a staff xxkx study such as the one which was done on the reorganization of OTR.

Or maybe a presentation to this group.

I think we could use the assistance of an expert in the field who could examine our effort and make some suggestions on what are doing in this field.

We must really think about the problems of ALT overseas and our responsibilities to them.

At the very minimum, what is needed is some evidence from ALT about their dependende on that instructional method and whether what they have needs updating. We need statistics and information from ALT and Ken is going to [   ] Related to this is the fact that what what our CSB says when it receives the training request for [   ] may depend on the CC;s STATINTL position on the question.

STATUS OF BLACK BOOK

[   ] reviewed the requirement we have from X the DTR for the project.

STATINTL ___has collected the objectives. Don't think we can do anything constructive about this today. We must decide how we want to go about this. , writing, rewriting, or putting a stamp of approval on objectives....

STATINTL ___distributed an article from <u>Materials and Methods in Adult Education</u>; entitled, "Planning for Instruction with Meaningful Objectives," He also distributed course objectives farx submitted by the Intel Institute and Functional Training Divison.

He also recommended for C C perusal, "Taxonomy of Educational Objectives."

The above should lead us to thinking about our xxx corporate problem.

I leave you with a proposition:

We volunteer a couple or three or four of our courses as experimental units. And the experiment will be in the nature of trying to write measurable objectives. I am not suggesting a change in courses, but I am suggesting a series of thinking sessions with people that you designate on courses that you designate. Try to translate our current objectives into measurable objectives. If this is successful, we will move to others. We're concerned with a requirement for evaluating and there is no way to do it unless our objectives are set out so that they are measurable.

STATINTL
                    PIC IPC
Volunteer the PIC because it has a very weak current statement of objectives and because we are going to make some major changes in this course. And now is a good time to do it. We can kill two birds with one stone.

Rick can help with anything in my group.

Agenda for next meeting- 13 December:

1. Review of minutes of this meeting
2. Evaluation of LIC curriculum

Next meeting following will be 10 January.

STATINTL

e

STATINTL and also <u>somewhat</u> imprecise estimate of the numbers of people. He left us a program. ___is still vague as to what the estimates of people are. An average of 15 officers a month based on 11 month teaching year. Peak period would be the spring months. Said I would study and look it as a reworking of the Orientation for Overseas. This seems to be a bona fide requirement. May present some problems of staffing. Looks like the program will take one week; also would like for wives to participate.

and another:

an informal inquiry out of WH for economics training for their officers.
STATINTL We can't say yes or no at this point, but ___will go talk to STATINTL ___ to talk to them and findout what is on their mind and sound out OER as to their input. Will come back here and discuss it. This one will also present a staffing problem.

UNITED STATES GOVERNMENT

Memorandum

DIR-8846

TO   :   Director, OTR

DATE: 20 July 1973

FROM   :   [   ]

STATINTL

SUBJECT: Program Performance Measurement.
The Emerging Role of OTR in establishing
Requirements for Training.

I am submitting this memorandum intended as a discussion of

(1) how to provide the data base necessary to tell OTR how well the programs are meeting their objectives on a current basis

(2) an approach to determine to what extent the knowledge and/or skills imparted are applied on the job and

(3) how OTR can establish requirements as contrasted with historically reacting to requirements.

A concept of a data base is presented which is intended to aggregate all of this and also attached is a basic form that can be used to respond to all of these goals.

In order to institute the best type of (program) performance measurement a number of aspects must be considered which not only influence the behavior and morale of those being measured but also affect the ability to satisfy the student -- our customer.

This paper is divided into four sections

Section 1 - A Discussion of Program Performance Measurement

Section 2 - OTR's Role in Establishing Requirements

Section 3 - Some Observations

Section 4 - Appendix A - C

[   ]

STATINTL

Chairman, Functions Course

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

A Discussion of Program Performance Measurement

There are four steps involved in Program Performance Measurement that must be followed in a continually repetitive sequence to achieve the full benefits of such efforts.

The *first step* requires the careful specification and analysis of basic program objectives in each major area of activity. To accomplish this one must back away from the particular program being carried on, look at their objectives, and ask what are we really trying to accomplish. This definition of goals to be accomplished should start ideally at the top of the "organization" so that each level can be certain that their definition of goals falls within the scope of what has been defined by the next higher level. OTR certainly must provide the training necessary for agency personnel to accomplish or improve the accomplishment of the various agency missions but such definition is too broad and must be narrowed. At the other extreme for OTR to say we shall train "x" number of people or increase our student through-put by some quantity is too narrow and must be broadened. Specification of OTR objectives must fall between these two extremes. The more we learn about how to reach an objective, the more clearly we understand the objective resulting in a constant interaction between the decision process and our knowledge of our true objectives.

The *second step* involves the analysis of the output of a given program in terms of the objectives initially specified in the first step. For the OTR programs, our output addresses not how many or how many more students did we turn out but rather what improvements,

-- 2 --

knowledge and/or new skills have we provided to the student. Will our educational efforts influence his behavior on the job and improve his job performance. This is often referred to as feedback a term taken from engineering servomechanism theory.

The *third step* calls for measurement of the total costs of the program -- not just for one year but over at least several years ahead. This would require OTR to identify the resources expended in each program, to accumulate resource costs by program and to extrapolate into the future periods from a historical cost data base.

The *fourth step* involves the analysis of alternatives if and only if programs are competing for limited resources. As an expository application let us examine how these steps or this cycle of events applies to the Information Science Program and the Information Science for Intelligence Functions Course within that program.

Course objectives serve two purposes:

1. They express the desired results of our customers in terms of accomplishments or goals to be achieved by the course.

2. They provide the basis or elements fundamental to course evaluation.

The most difficult aspect of any professional performance measurement scheme is not how to measure but what should be measured. What should be measured is dependent upon how one is organized and whether accountability and responsibility for activities which

- 3 -

satisfy customers needs are clearly defined and understood by those charged with such responsibility and accountability. Clearly organizational analysis is beyond the scope of this paper nevertheless the interrelationship between the design of an organization and an evaluation of an organization's performance must be clearly established.

These ideas have been used in our Information Science Program. For example I have *assumed* from our previous planning that the single overall objective required by step one of our Information Science Training Program at the Chief/Information Science Training Staff level is to educate Intelligence Professionals in the Information Science Disciplines. For the Current FY 73 Community Program segment, the numbers of students planned were as follows:

2 offerings	---	Survey	---	3 weeks	---	30 stdts = 60
2 offerings	---	Functions	---	4 weeks	---	25 stdts = 50
2 offerings	---	Inf. Sci.	---	1 week	---	25 stdts = 50
				Total Students		160
				Total Course Weeks		16

Assuming for step two that the proper output measure of the Information Science Program objective is to quote numbers of students exposed to Information Science then I could certify for the Functions Course that 27 + 30 or 57 students completed the Functions Course during FY 73. One can further document the specific inputs (and their costs required in step three) required to generate this output of 57 students i.e., lecture time of resident and guest faculty, course preparation time, computer time and charges (by problem and lecture if necessary) etc. From a Systems Analysis point of view,

- 4 -

the output (57 students) is tied to the related and required inputs

(the resources and their costs) but is this a sufficient and proper

measure? This measure of output as a single measure reflects the

number of students put through the course but *does not reflect* the

full range of *values* or *benefits* provided to our students and their

respective organizations. In order to measure the value provided

by the Functions Course and its contribution to the Information

Science Program overall, it is necessary to go beyond the single

measure of student output and resource input to determine whether

we accomplished the course objectives and accordingly satisfied

the students our customers. What is missing is the careful specification

and analysis of the program objectives which produces a more meaningful

output measure.

To elaborate further -- for the Functions Course alone -- four

priority ranked specific student-oriented objectives were established

(step one):

1. To familiarize you with the terminology and basic
   techniques of Information Science.

2. To develop your capability of identifying and defining
   problems in your professional intelligence field which
   are amenable to solution by information science techniques
   and to solve such problems at the elementary level.

3. To improve your communications capabilities in conferring
   with information science professionals.

4. To encourage you to pursue further the development of
   your own, and your organization's information science
   resources and capabilities.

How well we accomplish these objectives in the Functions Course

with a fixed set of resource inputs is reflected in the course

evaluations completed by the students. A summary of the student
evaluation responses from the last Functions Course demonstrates
to what degree these objectives were fulfilled for that particular
class (step two):

<p align="center">STUDENT EVALUATION-FINDINGS</p>

OBJECTIVE	OUTSTANDING/EXCELLENT	GOOD	FAIR
1.	27 Students 90% of the class	3 10%	0 --
2.	15 50%	13 43%	2 7%
3.	21 70%	7 23%	2 7%
4.	23 77%	6 20%	1 3%

From these findings one can conclude that all objectives were
accomplished. Since objectives 2 and 3 rank the lowest, efforts
should be directed toward improving those areas for the next
offering of the Functions Course. A follow-up questionnaire, four
to six months after the course, would further confirm the degree of
job application accomplished by the students of each course.

These objectives and the associated evaluation scheme used for
the Functions Course may not be applicable for all courses conducted
by OTR. Each course must have specified its own set of objectives
based on the unique requirements of the customer needs to be satisfied
by each course. How each course is conducted depends upon (1) the
subject material to be presented, (2) the skill and knowledge of the
assigned manpower presenting the course and (3) any procedural
directives issued by top and/or middle management that apply

specifically to a particular program or course. These are the factors that influence not only the specification of objectives but also the degree to which the course objectives can be accomplished.

OTR's Role in Establishing Requirements

Although this process, its steps and their interrelationship have been explained using the Functions Course as a "real live intelligence application" the same concepts apply to any level within the organization. For example, the objectives that OTR must accomplish have in the past depended upon the requirements that have been levied by "Top" management. How OTR is organized has depended upon (1) the entire list of such requirements and (2) the aggregation of similiar activities and/or courses (requirements) into manageable (school) segments. Such aggregations must provide for clearly defined areas of responsibility and authority which are the pre-requisites to accountability. To say the least I have been disappointed in the limited agency career development program that exists only for specific segments or very narrow specialties. The time has come for OTR to become more aggressive not only in career development training but also in much of the currently named "component" training. The training that OTR conducts for the Directorate of Operations and the Directorate of Intelligence I consider to be basically component training. In order to effect batter utilization of training assets by OTR, OTR must effectively plan, organize and control the total training effort of

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the agency. Planning sets the stage, organizing sets the resources
and controlling sets the degree to which the organization will
continue to survive. Planning determines a schedule of what is to
be accomplished, Organizing determines the resources to be invested
and how to accomplish the planned schedule and controlling determines
how well the plan was accomplished. Since control requires a
measured comparison of what was accomplished to what was planned to
be accomplished, there can be *no* control without a succinct plan.
The degree or amount of control required is dependent upon the
professional capabilities of the personnel. In this regard OTR must
decide what role it is to play in Agency Training.. This really means
a restatement of the objectives to be accomplished, time-phased in a
reasonable balance between assets, resources and time for accomplishment.
I am reminded of the little boy who was asked by his father (a world
reknowned Production Control expert) what he wanted for his birthday
next month. The boy replied "a baby brother." His dad responded
with "that's impossible son." To which the boy quickly replied
"you have taught me all of the principles and practices of effective
production control, just put more men on the job".

Once the objectives are carefully specified and analyzed, then
OTR can determine if the present organization is properly structured
to accomplish this priority-ranked list of objectives. The only
definitive principles of organization structure that apply are that
(1) each organization falls somewhere between the extremes of being
functionally organized and being product or service organized and

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(2) like-activities should be grouped into manageable segments so that the specified objectives of such "grouped" activities can be responsibly accomplished.

If OTR is to exert more influence in career development, then OTR must write career development plans (programs) in conjunction with each responsible directorate. These career development programs then become the focal point of the OTR program planning and the subsequent course planning. The existence of career development plans does not require OTR to be organized along the same career structure. In fact, an OTR element such as the Information Science Program can cut across a number of career development plans by providing segments of instruction or courses that fit into various career progression patterns. Other such examples include the IWA introductory orientation, the mid-career and management courses and the senior seminar.

If OTR recognizes a need or void in training then a course or program should be developed and presented. Demand for such a program can be generated through effective advertising campaigns. We should look to the methods used in successful marketing research and advertising campaigns and apply such tactics to researching the need and promoting newly developed programs.

To determine how well each course is meeting its objectives, I offer as an example (appendix A) the form used in the Functions Course. As a follow-up questionnaire, I offer the form (appendix B) designed for the Functions Course. To determine the allocation of manpower/time assets, I offer the Faculty/Staff Activity Report (appendix C) as the

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basic time allocation data collection device. One can thus relate resource expenditures to the benefits provided to our customers -- the students and to those responsible for review of career development.

Some Observations

It is often charged that such measurement sets up biases in decision-making by concentrating on costs and ignoring intangibles and human factors which cannot be quantified. Or conversely by naively attempting to put numbers on such imponderable elements thereby misleading the decision-maker. Such thinking often forces personnel to play games. For example (in the evaluation of personnel who (1) present lectures or (2) participate as guest lecturers in other courses.) If I knew that my performance was to be evaluated on (1) the number of students who were lectured (2) the number of my lecture hours and (3) the ratio of students per lecture hours then I would make certain that my lecture hours per course were at a maximum and that I lectured only to large student-groups or classes. I could so maximize my performance measures that I would always be number one on this performance roster.

However sincere these critics may be -- they reflect a complete misunderstanding of the relevent issue. And sometimes they simply reflect the chagrin that particular pet projects may not show up well under such measurement schemes.

Program Performance measurement does require a systematic analysis (the means) of program proposals and decisions, concentrating on those particular decisions (the ends) which have inherent budgetary

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consequences. Please note that systematic analysis does not have to be quantitative and is not co-extensive with quantitative analysis. The word "analyze" does not have the same meaning as the words "quantify" or "measure" although analysis often includes some form of measurement. Management by Objectives, the PPB process or whatever the current "in" title of a good management philosopy is, all of these concepts seek to subject to a systematic analysis both the tangible and intangible elements of a program decision. We live in a world that must make decisions often using limited or meagre information. This is more akin to the European Style of Management which opts for a decision as contrasted with the American Style which opts for "adequate" information *before* making the decision. In any event let us not become so Management by Objectives (MBO) oriented that we become managers who can't make decisions unless the plan calls for a decision.

APPENDIX – A

STUDENT EVALUATION

INFORMATION SCIENCE FOR INTELLIGENCE FUNCTIONS

CLASS: _____

INTRODUCTION. The Staff is concerned with the quality of its educational program. Your constructive comments are solicited and will be used as part of the basis for improving the ability of future presentations of the Functions Course to meet the information science training requirements of user organizations.

1.   What is your overall impression of this course?

Outstanding____ Excellent____ Good____ Fair____ Poor____

2.   Did we fulfill each of our course objectives for you? Indicate below:

   (a)   To familiarize you with the terminology and basic techniques of Information Science.

Outstanding____ Excellent____ Good____ Fair____ Poor____

   (b)   To develop your capability of identifying and defining problems in your professional intelligence field which are amenable to solution by information science techniques and to solve such problems at the elementary level.

Outstanding____ Excellent____ Good____ Fair____ Poor____

   (c)   To improve your communications capabilities in conferring with information science professionals.

Outstanding____ Excellent____ Good____ Fair____ Poor____

   (d)   To encourage you to pursue further the development of your own, and your organization's information science resources and capabilities.

Outstanding____ Excellent____ Good____ Fair____ Poor____

   (e)   Do you believe the course content is compatible with the course objectives?   Yes____   No____
         Discuss this compatibility and describe any changes that you think would increase this compatibility.

4. Would you recommend this course to a co-worker?

Yes_____   No_____

5. What is your job title and what are your major tasks?

6. What are your personal reason(s) for attending this course?

7. Reflecting on your learning from the course what percent of the course do you feel will contribute or be of use to you? Please identify by entering one (x) check for each line.

   a. Immediate Use _____
                         25%   50%   75%   100%

   b. Long-range Use _____
                         25%   50%   75%   100%

8. Please rate the course in light of your answers to Questions #4, #5, #6 and #7.

Outstanding_____   Excellent_____   Good_____   Fair_____   Poor_____

9. As a follow-up to your end-of-course evaluation, any subsequent comments based on work experience at your home station would be most welcome and helpful in updating course relevance. Would you be interested in accomplishing a post-graduate questionnaire four months after completion of this Course?

                Yes_____   No_____

3

APPENDIX - B

3. Reflect on your learning from the course this week. For each subject element listed please indicate your personal reaction to the appropriate space.

SUBJECT ELEMENT	I can see no application for this element in my work.	I am aware of a few applications for this element.	I am aware of many applications for this element in my work.	I'd like to incorporate the information & techniques from this element in my work.	I will certainly incorporate the information and techniques from this element in my work.
Elementary System Concepts					
Basic Programming					
Statistics					
Library Programs					
DELPHI					
Decision Trees					
Network Analysis					
Intelligence Problems – making use of these new techniques					

3. Reflect on your learning from the course this week. For each subject element listed please indicate your personal reaction to the appropriate space.

SUBJECT ELEMENT	I can see no application for this element in my work.	I am aware of a few applications for this element.	I am aware of many applications for this element in my work.	I'd like to incorporate the information & techniques from this element in my work.	I will certainly incorporate the information and techniques from this element in my work.
Probability					
Linear Programming					
Basic Programming					
Single Correlation & Regression					
Library Programs					
DELPHI					
Probability Assessment					
Intelligence Problems – making use of these new techniques					

3. Reflect on your learning from the course this week. For each subject element listed please indicate your personal reaction to the appropriate space.

SUBJECT ELEMENT	I can see no application for this element in my work.	I am aware of a few applications for this element.	I am aware of many applications for this element in my work.	I'd like to incorporate the information & techniques from this element in my work.	I will certain incorporate the information and techniques from this element in my work.
Information Storage And Retrieval					
Queueing					
Basic Programming					
Decision Theory					
Library Programs					
DELPHI					
ISS					
COINS					
Intelligence Problems - making use of these new techniques					

3. Reflect on your learning from the course this week. For each subject element listed please indicate your personal reaction to the appropriate space.

SUBJECT ELEMENT	I can see no application for this element in my work.	I am aware of a few applications for this element.	I am aware of many applications for this element in my work.	I'd like to incorporate the information & techniques from this element in my work.	I will certainly incorporate the information and techniques from this element in my work.
Retrieval Operations					
Search Strategy					
Bayesian Analysis					
Semantic Distortion					
File Construction					
MIS/PPB					
Human Factors					
Modelling & Simulation					
PERT					
Intelligence Problems - making use of these new techniques					

APPENDIX - C

NAME:_____   WEEK OF:_____TO_____

This form is simple to maintain if done each day. Indicate the
amount of time spent performing any activity listed. (Indicate
others if necessary.) An activity is considered significant if
it requires more than 15 minutes of your time to do it. In the
case of short duration jobs, i.e., filing, merely record the
approximate total time spent in that activity during the day.
turn in to branch chief by Friday noon each week.

ADMINISTRATION:

Management:	Mon.	Tue.	Wed.	Thur.	Fri.	O.T.
letter/report-research						
letter/report-preparation						
letter/report-coordinating						
Briefings-preparing						
Briefings-presenting						
Briefings-attending						
Meetings-preparation						
Meetings-attending						
Telephone						
Clerical:						
typing						
filing						
reproduction						
meetings						
telephone						
training						

CURRICULUM:
Instruction:

	Mon.	Tue.	Wed.	Thur.	Fri.	O.T.
Research/study						
Lesson preparation						
Lesson presentation						
Lesson attendance						
Coordinating						

	Mon.	Tue.	Wed.	Thur.	Fri.	O.T.

CURRICULUM ACTIVITY CONTD.

Scheduling:

    preparation
    coordinating

Student Advising/Evaluating

    Faculty Advisor Time
    Seminar Evaluation
    Paper/report evaluation
    Briefing evaluation
    Counseling
    Record administration

Exercises:

    Development
    Preparation for
    Participation

SECURITY:

    Security indoctrination/training

PROFESSIONALISM:

    Professional development

    Proficiency maintenance

TRAVEL/LEAVE:

    Travel/TDY
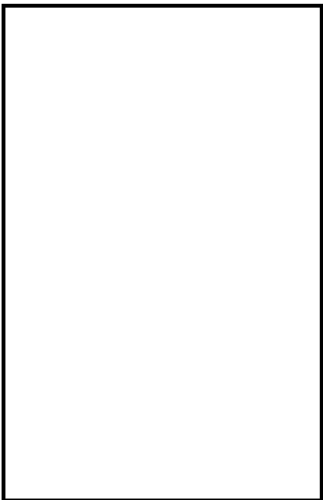
    Leave

Ideo Tape & Motion Picture
Rqms

Video Tape

Requestor	Date	Finish	Subject	Status	Remarks
r. Sem.	Apr 73	Apr 74	Unspec	No follow-up	6-8 tapes, 10-15 min. each
IWA (MC)	Apr 73	Nov 73	8-10 Guest Spkrs	1 done-Sept R-R 1/2"	2 in #36, 2-3 in #37 (Sept) 4-5 in #38 (Nov)
IWA (IWA/IPG)	Apr 73	Open	DCI/DDCI, et al	No follow-up	
TS	Mar 73	Apr 73	"News Excerpts"	Completed	
ang Sch	Apr 73	FY 74	Unspec	No follow-up	"30 min. tape for stud. brief-ing"
ps Sch	Apr 73	May 73	Guest Speaker	?	"PRC Pol. & Mil. Objs. STATINTL
"	Apr 73	June 73	Guest Speaker	Completed	lecture: exceprts
STATINTL "	Apr 73	Sept 73	CO/Agent Mtg.	Idea Stage	Re-do, 1 hr. tape, for IWA & CA sem
	?	Sept 73	Unspec	Idea Stage	Excerpts from sev. films – for IWA
"	?	Open	"Damage Report"	No follow-up	Excerpts
"	?	Open	"The DO Story"	Idea Stage	
"	Sept 73	Open	CA Case History	Disc. Stage	– Multi-media STATINT
STAT "	Oct 73	Oct 73	"Black Sept."	Completed	1" & 1/2" copy from motion pic.
				Completed	1"
tel Inst	Sept 73	Oct 73	Brzezinski	Completed	AGS Prog. 3/4" cassette
	Apr 73	Aug 73	"The Teletype Mes."	2 Completed	4 more to come, 1"
IS STATSPEC	Oct 73	Open	Guest Speaker	Plng. Stage	Smoker Cessation, 3/4" Cassette (color), borrow cameras
/Pers	Oct 73	Oct 73	"Position Audit"	Plng. Stage	1/2"
IS	May 73	June 73	Guest Speaker	Completed not used	Smoker Cessation, 1" B/W

Motion Picture

Requestor	Date	Finish	Subject	Status	Remarks
SIWA	Apr 73	Open	"Need to Know"	Awaiting dec. re new edition	Up-date, cut length
"	Apr 73	NA	Guest Spkr Prog	3 Completed	Periodic color shifted to videocassette
"	Apr 73	NA	Agency Spkrs	No follow-up	Color
"	Apr 73	Open	Drug Abuse Sem	No follow-up	Studio production
Lang Sch	Apr 73	FY 74	Unspec	No follow-up	Color, 2 films, 10-12 min. ea
ALT	Apr 73	Nov 73	"Pers. Mtg."	ITB holding	15 min script submitted May 7
"	Apr 73	Nov 73		ITB holding	15 min.
"	Apr 73	Nov 73		ITB holding	15 min.
"	Apr 73	Nov 73		ITB holding	15 min.
"	Apr 73	Jan 74		ITB holding	30-40 min.
"	Apr 73	July 74		ITB holding	40-45 min.
"	Apr 73	Sept 74		ITB holding	60 min.
DDS&T	Setp 72	Dec 73	"A Point in Time"	In process (80% done)	1+ hrs. color, ___ at prese: Feb 74 more realistic
Ops Sch	June 73	Open	ROC Program	In process	___
Lang Sch	June 73	Open	Lang Proficiency Testing	Plng. Stage	20 min.
D/DDM&S	Aug 73	Sept 73	DCI Address	Completed	45 min. (color)
D/DCI	Sept 73	Sept 73	Anniversary & Awards Ceremony	Completed	Color
DTS	Oct 73	Jan 74	"Defensive Driv."	In process	Color, title inserts & film pi
D/Sec	Oct 73	Nov 73	___	Plng. Stage	Color

STATINTL

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STATINTL

1 November 1973

MEMORANDUM FOR: Chief, FTD/ISTS/OTR

SUBJECT   : Some Comments Relating to OTR Policy
                   Concerning Course Evaluations

BACKGROUND

1. Course evaluations designed by skilled professionals
and properly administered can provide a means of determining
customer acceptance of training provided by OTR. A student's
reaction to a course, or to parts thereof, may be influenced
by a wide variety of factors, such as his own work
experience, or his boss's attitudes toward new methods.
Course evaluations, however, should be designed to zero
in on relevant factors. For OTR, relevancy must stem from
and be determined by course objectives. Course objectives,
in turn, must grow out of the Agency's perceived training
needs. Assuming effective teaching of relevant subjects,
then to the extent that a students expectations and a
course's objectives are similar, that student's reaction
to training will be "favorable."

2. Keeping in mind, then, that course objectives should
govern relevancy, those student comments directed toward the
degree of achievement of course objectives are the ones of
utility to OTR. Other commentary, of course, may well be
interesting, even of peripheral value, and so should be
welcomed by instructors.

DISCUSSION

Job-Related Courses

3. If courses are skills training, or job-related,
they are intended to produce an early payoff and there
are two specific areas of the course evaluation. The
first relates to how much the student learns (Information
Transfer) in the course, and this is an OTR responsibility.
The second relates to job environment and whether that
environment allows him to apply the new information and
techniques on the job; this is not OTR's responsibility.
(This second area assumes that the course is relevant to
his present position.)

Information Transfer, An OTR Responsibility

a. The amount of information transfer is readily
measured by having the students answer a list of
questions (structured from the course content) on
the first day and the same questions on the last
day of the course. The difference in correct
answers between the final questionnaire and the
beginning questionnaire is a meaningful, positive
measure of student learning or information transfer.
In this manner OTR measures the effectiveness of
the course or learning experience.

Work Environment

b. Whether or not the work environment allows the
student to incorporate new information and techniques

in his work (not an OTR responsibility), OTR can help make the student aware of applications of the information and technique, and may persuade or influence the environment through education to accept and use new methodologies. OTR can, through positively structured (level of intensity) scales related to course content, determine to what degree each student has been made aware of applications, and also whether his work environment will allow him to make application of the new information and techniques.

Career Related Courses

4. Career-related courses are intended to produce a long run (career) payoff and there is only *one* specific area of course evaluation i.e., what did the student learn. Information transfer (as in job-related courses) is readily measured by comparing questionnaires answered on the first and last day of the course. If a course is unusually long (more than 4 weeks) then a questionnaire can be divided into two or more questionnaires each covering a bloc or segment of course content. Such questionnaires are positive in their motivation because there is reward in the comparison. Students will always learn something and this measure gives credit for learning.

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Evaluation of the Course (Student) Evaluations

5. It is to be expected that student responses will exhibit a range of answers; OTR can satisfy all the people some of the time and some of the people all the time, but we *cannot* satisfy all of the people all of the time. When presenting *new* information, *new* techniques, and *new* developments, we can expect skeptics to be present. With well-structured course goals or objectives, if the majority of the class agrees that the objectives have been accomplished, we can be reasonably sure we have succeeded. It is true that a lone dissenter may be singularly correct, but this is the responsibility of the course director to evaluate and decide for his course.
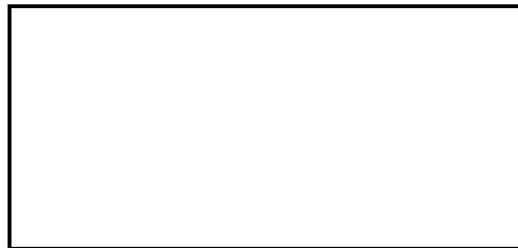
STATINTL

Training in business and industry features

Broadwell on instructor evaluation

by Martin M. Broadwell

Evaluation by trainees—the happiness rating—is, Broadwell suggests, worse than useless. Instructor performance checklists aren't much better. What's needed? Something new . . . and truly helpful to the instructor.

Talking to a group of training specialists some time ago, I challenged them to come up with an acceptable reason for bothering to evaluate the training they were doing. It was an interesting thing for all of us to see the direction the brainstorming took. When honesty rose to the forefront—a sight to behold among trainers—most agreed that the main reason was pressure from the organization. Each had an idea that, deep down inside, he or she could really tell how good the instructing was without going through any formal evaluation activity. "But," came the conclusion, "management doesn't seem to be satisfied with that kind of evaluation anymore."

Finally, they decided that we should evaluate for two reasons: (1) to see if the time and effort were worth it in terms of return for the organization, and (2) to see if there was a way of improving the training in the future. There was general agreement that we are more often forced into the first and avoid the second once a course gets under way, especially if the "students all like it."

There's a good chance

that many times we go down the wrong road in our evaluation techniques, especially in terms of how we interpret the results. For example, suppose we get very "financial." We figure the cost of the training right down to paper clips; then we figure out how much the improved behavior is worth to the organization. The difference—savings—is what the training is worth. Sounds simple enough, right? Not necessarily; if we stop there, we've done a poor job of evaluation.

Admittedly, not enough of us even go as far as the dollars-and-cents evaluation, but even when we do, it may be like measuring the mileage on a car without also knowing how well it was tuned up or how good the spark plugs were. Good, honest evaluation should say, "With the training we did, we got these results. We don't know how well the teacher was tuned or whether the class was really 'sparked up.'" In other words, we need to be careful that we don't accept the training as an invariable and measure its worth in light of whether this invariable gives us an organizational improvement. The real problems

come when our efforts have proven that we actually are saving the organization a measurable sum of money (or time, or effort). We may ask, "Why worry about it when we know we're saving money on it?" The answer is, "Worry about it because we might be able to save more money or time or effort." We shouldn't be satisfied with any training evaluation that doesn't take into account how efficiently the training was done, how well the instructor did, which instructors did better than others, and which are going to improve.

Let's see what assumptions we are making if we don't make any quantified evaluation of the trainer (and I don't mean students rating the teacher on a five-point scale!). First, we might be saying that the trainers are all perfect—or at least cut out of the same imperfect mold—when we say that they all will teach the same subject at the same rate and get the same results. For example, training directors often say, "We'll teach thus and so in this period of time." When asked who will teach it, they'll say that so far that isn't decided. This assumes that any in-

structor taking that material can teach it to the same degree of success as any other instructor in the same length of time. That becomes a strange conclusion when the question is asked whether some instructors are better than others. The answer always comes back that some *are* better than others, so our assumption is all wrong. To think that we'll get the same learning from different instructors or the same learning from the same instructor every time is false hope for sure!

When we do our evaluation on the dollars-and-cents basis alone, we're also running the risk of assuming that once the course gets underway we'll be getting the best possible instruction and have no need to improve it. None of us believe that, of course, but so often we let the instructing go after we've had some kind of instructor training class and gotten most of the instructors to take it. We make little effort to follow up on the instructors or sit in and help them catch their own weaknesses or build on their strengths. We make another false assumption by assuming that they will get better just because they are teaching all the time. There is little effort to support the idea that experience is a good teacher for the teacher, especially if he isn't pointed in the right direction to start with.

I am sure there were several loud gasps from some reading the last paragraph, the part about not rating the instructors after the course gets under way. "But," they say, "we never close a class without an evaluation of the instructor!" Great! Done by a professional trainer, I hope. "Well, done by the students. After all they know good or bad instructing when they see it." Who says so? Where did we ever get the idea that students are the best judge of whether or not the teacher is doing a professional job of presenting material? That's like having a random sampling of patients give the medical exam to doctors (or, to be less kind, having a group of criminals give the bar exam for lawyers).

I'm now looking at an actual student evaluation card. It is on a five-point scale. The first question is, "How much interest did you have in this subject before you came?" The student has rated it 5. The second question is, "How well did this course meet your needs?" The rating is 4. Question three is, "What was the strong point of this course?" The answer, "The instructor." Question four. "What were the weaknesses?" The answer. "A little too long." Before talking about this as a help to the instructor, let's look at another student's view of the same course; again, these are actual cards. On question one, as to interest, the answer was 3. On question two, as to meeting needs, the answer was 4, the same as the first student. On

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"Where did we ever get the idea that students are the best judges of whether the teacher is doing a professional job? That's like having patients giving medical exams to doctors."

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strong points, "The instructor." On question four, about weaknesses, "Not long enough."

We're not going to talk about the whole field of students evaluating the course, but let's see what we would talk to an instructor about with this kind of information. To start with, each student rated the value of the course as the same: 4. But what does that tell the instructor about his presentation? Not much. The fact that one didn't expect much (3) and

the other had great expectations (5) says that the 4 on question two means quite different things to each of them, obviously. But what? What can I do as an instructor next time to change this? But what about the fact that both found the strength of the course to be the instructor? Since that's a good rating, we can sit back and say the instruction is all right; it's just the type of students we're getting. Or we might say that the instructor is all right, but the material isn't put together very well. Ironically, both of these might be right, but we haven't done much towards deciding the efficiency of the training program with the information we've gotten so far. Finally, one said it was too long, the other said it was too short. Rarely has a program ever been run that the students didn't just about equally divide on this question (except for the large number who like to rate it "about right"). What all of this says is that "happiness" ratings by the students don't give the instructors much usable information as' to style, technique and approach to producing learning.

Where is all of this discussion leading us? It says that we need some concrete ways of evaluating the effectiveness and efficiency of our instructors. We all recognize that this is best done by looking at the student after he has returned to the world from whence he came and started to apply what we attempted to teach him. This is the true arena of evaluation, since it was a deficiency in this area that caused us (hopefully) to start thinking about the training in the first place. But there must be a better, earlier look we can take, not a dollar-and-cents measure but some real indicators as to how well the instructors are doing, while they're doing it. There are some ways, and they aren't all that complicated. We just have to get rid of some of our fuzzy thinking.

First, let's dispel some

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old-fashioned ways of evaluating instructors. It shouldn't happen, but every once in a while some old instructor-critique sheets crawl out of the woodwork and have to be stamped out all over again. The worst of these is the "public speaking" approach to evaluation. The form has a complete list of goods and bads, all of which sound like they came out of an international-speech-training-club's manual: "How was the teacher's delivery? Did he lean on the podium? Did he hold your interest? Did he use visual aids (if any) well? Was he void of distracting mannerisms? Did he speak loudly enough?" Any time these types of critique sheets show up, they demonstrate clearly that the evaluator is looking for a substitute for effective teaching techniques. It also raises the question as to whether or not we really know what good instructing is.

There is little evidence to show that many students have failed to learn because the teacher failed to use an appropriate gesture at just the right time. There is serious doubt that any training programs have failed because the instructor leaned on a speaker's stand or turned his back on the audience while he wrote on the chalkboard. Not that it's a good practice to turn your back or fail to get eye contact or to talk too softly; it's just that we know more about teaching and learning than to think that a class will suddenly learn (and never forget) a point made with a raised arm or while being looked at directly by the teacher.

The important thing to remember in teacher evaluation is that learning is basically the result of something the learner does, usually—but not necessarily—having been provided the opportunity to do that thing by the teacher. The opportunity to learn does not result from a gesture or a word spoken during eye contact. It is an in-

volvement process through which the learner is provided with some mental activity causing him to embed the material in his memory. And this should give us a clue as to what to look for when we critique a training program.

As we look at classroom activities, we should think of three major inputs: the student (and all his abilities and hang-ups), the teacher (and all his experience and knowledge), and the material to be

something that is behavior-oriented in order to know what to change if he's doing something wrong.

A good critique should have something about what the students are doing as well as what the instructor is or isn't doing. It should tell how much involvement there is in the classroom situation, not just the total number of times someone was involved. It should include the number of different

> "The important thing to remember in teacher evaluation is that learning is basically the result of something the learner does, usually—but not necessarily—having been provided the opportunity to do that thing by the teacher."

learned. These inputs all converge in the teaching-learning environment (the classroom). How they come together is primarily under the control of the instructor. The instructor decides what the student will do, how the material will be handled and presented, and who will do all the talking. The instructor decides how much feedback will be obtained and how that feedback will be used, if indeed it will be used at all. As we evaluate the instructor we are also evaluating the instructing, which is the sum total of all the inputs plus the effect of the environment. A pretty good rule to follow is to avoid mind reading whenever possible: "I think the students were hostile because the chairs were uncomfortable," or "The students resented him because he had too many college degrees." When we do this kind of evaluation we're in trouble, because the answer sounds like, "Sorry, teacher, there's nothing you can do to look good so long as we have those hard seats or you have your college degrees." We need something more tangible to go on, and the instructor needs

students who were involved in any given period of time. An even better bit of information to discuss with an instructor is how many different kinds of involvement techniques were used and how well they were used: Were they forced? Were they effective? Did they have some reason for being used other than just making time go by faster? A critique sheet could easily track these things and be a valuable document for the instructor-evaluation session. A chart could easily plot the time used by the instructor in getting a point across compared to the amount of time students spent in "discovering" concepts. Those who use this type of evaluation process like to plot a graph of participation but with more than just who's doing the talking. They carry it a step further by seeing whether the involvement was the regurgitation of old information or the generation of new conclusions. They put the instructor's remarks down one side and the student responses down the other, or at least they make enough notes to talk about later. A quick glance at these notes

can immediately show how much responsibility the teacher is sharing with the students as far as learning is concerned.

Too often we tend to rate an instructor high just because he gets a lot of involvement. In fact, this is one of the real weaknesses of having students evaluate the instructor. They, too, think that 'if they participated a great deal the instructor did a fine job. What they may be saying is that time went by faster than it did when they weren't participating. They aren't necessarily saying they learned more. There ought to be a more noble reason for involvement than just to make time pass faster. In our critiquing, we should look at feedback as part of that noble purpose. We need all the information we can get on how the students are doing and how we are doing in getting the learning produced. Without feedback, it's hopeless, so we observe how many times feedback was obtained. We count how many times we get total feedback, that is, a response from everyone in the class that tells what they think, what they know, or what their problems are. This response may be in the form of a one-question quiz, a show of hands, writing down an answer, exchanging papers, calling out suggestions, etc. But we don't stop there. We not only find out how much feedback is obtained, but we all keep track of the way the feedback is used. Is an adjustment made by the teacher as a result of the feedback, or is the feedback left to die untouched? We should also find out how much feedback the students were allowed to get and use. Did they know they were heading down the wrong road early enough to react, or just in time to find out they have failed the course? We can rate the feedback as to how valid it was, that is, was it representative of everyone's thinking or was it from a vocal minority? Was it planned or

accidental? Did the students force the information on the teacher, or was it obtained purposely by the instructor? These are necessary things to know, and things that can be observed with only a little training. They are behaviors; they can be discussed with an instructor. They give him meaningful information that he can use to change his behavior, if his behavior needs changing. Equally important in all of this is the fact that we are able to set a standard of performance for our instructors. We can do more than just tell them we think they should make their classes more interesting; we can tell them we expect some involvement and feedback, and then tell them how much. If we do our observing well, we can give them *quantified* information on these key techniques.

Where does all of this leave us? It all says that when we evaluate our training, we aren't doing a complete job if we don't give our instructors some measured feedback on their own performance. When we evaluate our overall training program, we aren't completely fair with management if we don't take a look at the efficiency of our instructors to see what we're getting for our training dollar. Instructors can be meaningfully measured and shown their strengths and weaknesses. A couple of easily observed and easily measured techniques of instruction are involvement and feedback. Both are necessary to producing efficient learning. Each is just as easy to see as poor writing on the chalkboard or a distracting mannerism. But 'to see them we have to watch the learner as well as the teacher, and this gets to be a problem. Our training in how to observe an instructor sometimes causes us to forget about the learner. Maybe someone should invent a classroom without students. It would surely simplify teacher evaluation! 🔲

"We are able to set a standard of performance for our instructors. We can tell them we expect some involvement and feedback, and then tell them how much."

STATINTL

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<u>Curriculum Committee</u>

7, 8 November 1973

STATINTL

Wed a.m.

Item B of the Agenda:

Began with clear definition from the DTR on what he meant by syllabus or
black book -- a record of the subject matter of various courses taught in
OTR and to serve a variety of purposes. DTR wishes to set about recording in
book format form the sum and substance and record of every course that OTR
conducts. He defines black book as a binder containing descriptions of major
blocks, statement of objectives, schedules, speakers, a record of content
of the course. He did not believe that every hour of a course should be
outlines and not every single moment accounted for. His requirement is
general, and the subject is not a new one. We must revitalize the meaning and
purpose of the black book effort.

We started this effort several years ago, with a target date of 1972
[   ] was the ramrod of this project. Some of them were highly STATINTL
structured. Some were quite condensed into a precis of major elements of a
course. Were not systematic. Their purpose of setting up black books came
from some statement/question made by a Midcareer Ofcr to the DCI --the
DCI then asked DTR what was going on in these courses, and what exactly did
a certain officer say in his talk to MEDC. The effort was stirred on by
the formation of a Board of Visitors and thought to have some sort of
legacy to pass on to instructors.

Why do we need Black Books:? Here are some thoughts...
-- to provide new instructors with a written description of the what and the
      how
--serve as an aid to the DTR in dealing with questions on what goes on in
      our courses
--can constitute briefing media for Board of Visitors and overseeing bodies
      who are in a position to know what we do in some detail
--for Curriculum Committee information
--supervisors of courses should have an idea of the range of information
      being put out
--determining objectives of OTR and a responsibility for devising mechanism
      for evaluating effectiveness of our courses

The real concern that came out of Helms' question is that do the Deputy
Directors know what their people are saying to students. It would help
with finding out what instructors are asking their guest speakers to do.
Ptepare for visiting speaker an outline of what it is they want him to hit.

Agree.

Description of a blck book has to beflexible enough to allow it to respond
to current pressures. Must have our lectures respond to a need and not be
in an advertising nature...they must have certain goals...and certain things
to present.

There's a difference in courses....a survey course would have different
constraints than another kind.

And, scope notes vary, depending on the lecturer, but they should be cranked
into the black book. Black books could be used to be sure there was no
duplication.

But, I don't think that a black book will preve__ Helms' type reaction.
It will not include an exact transcription of who said what in which course.

Objective No. 5 deals with the setting up a performance evaluation system.
A black book is the heart of such a system and the objective.

You can work out a scope note for someone with a special skill,
but scope notes for something like Bill Nelson's talk in Midcareer
will be something else.

To judge courses in the context of our objectives we would need a black
book to help in appraising the course.

I have a different view of the black book--brought example of his
for one of his courses, big compilation containing exact content (like a
lesson plan)

The actual content is more important than format.

I think a black book should be something for a course instructor to pass
on to his successor, and I am not sure that uniformity is possible.

Maybe some modification of the unit and block system which is used in the
Senior Seminar might be helpful.

Dale's black book is not my definition of a black book--it's essential to
the course running, it's a lesson plan.

Maybe we're starting on the wrong end of the stick. Why not start with clear
and definite objectives for every course, then develop a clear statement of
training philosophy for training courses. Reason for a course should be
essentially governed by what OTR wants. Measure course objectives in light
of overall training objectives. Need a clear statement of OTR training
philosophy and OTR training goals. We should start by reexamining and
reviewing course objectives.

Committee members agreed and felt this should be done, but were'nt
sure that starting here would get the job done.

We must find the proper perspective. One of our goals is to support the DDO;
then we'll get a little more specific; the training of the case officer,
we should start with specificity.

We all favor a black book. Guess real question is what is the format?

How will we go about this?
The final product will be a mixture.

Well, there's quite a mixture of courses in OTR

Statement of objectives and effectivness problem are almost inseparable.

Was charged with responsibility for black books in theprevious exercise.
In that we did not have a base of understanding of method of determining
requirements, establishing objectives, being up to date on training
techniques, and evaluating theprogram at the end. We should study the whole
cycle of training techniques and until this comes to pass, black books are
no good.

Part of our idea is to build a data base, and we will never reach that stage
if we are that idealisticZ

When I talk about training goals, I don't get specific about how we do it. I
think we need a yardstick against which to measure anything we do. We
need to know the needs of the organization. We need to look at the whole
spectrum but this does not prevent us from looking at things that are
presently there.

xWex If we need this accountability mechanism....knowing what is said in our
courses, we may have to change our method.

Two or three things keep repeating themselves:
1. Scope notes (which seem to be a reasonable starting point for describing the basic coverage)
2. Course objectives
3. Does what we are doing adhere to OTR training philosophy

How do we go about reviewing and updating course objectives:
a. The course chief begins does it?
b. A group of people?
c. do all courses at once?
d. Two or three courses at a time? to develop some expertise...

We're not sure that all ofthe courses have objectives, we're not sure that all of four courses have good objectives. In many cases we found that we were meeting our principal objectives but that some of our secondary objectives are not being met. So a starting point would be to insist that everyone take a careful look at their objectives.

Page 1 of the black book should have a statement of objectives.

We have a reasonably good set of objectives because much of it is measurable... e.g., key casring....in using some of the measuring techniques, we're not sure, though, that the student is the best judge of whether his objectives have been met....but in ops training we don't have too much of a problem.

Sourse schedule now often contains a statement of objectives.

It's important to know how he performans after he has taken a course, regardless of what our objectives might be. Proof is in the performance.

Statement of content of a course is what we need...how do we do it?

Let's have them take a look at all course objectives and have them compiled in PDS' office. We should also here be reviewing scope notes, and where they do not exist, we should getthem.

What's a scope note...let's define.

Scope note is what a guest speaker is going to say in contrast to what an OTR instructor is going to teach.

They are a general description of the content of that lecture., for the guidance of the student where an OTR instructor is concerned. in Midcareer, they are for the speaker's use to keep him in the ballpark. Its a precis of that hour's instruction. Often contains an objective of that lesson.

I am not sure that the DTR wants scope notes on every single element of the curriculum. Do all courses need scope notes?

There must be some sort of guidance that we should give our troops.

DTR's needs indicate that he is not interested in scoping every single hour of every course. If we want to do this sort of thing, and call it a black book, though, he probably wouldn't mind.

I feel that somewhere along the way there are some good black books...like the one the former Support School did on FSM and Clerical Orientation. This is not a lesson plan...let's look at what already exists.

Contents of Black Books
1. Objectives (why this course is here, its' origins, bring in the genesis) who needs it, who wants it?
2. Scope notes (some description of sessions)
3. Schedule of course
4. techniques used in teaching tis course.
5. evaluative instruments used (on the job feedback, post training feedback)
6. Costing factors

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I'll go around and visit, and find out what is in existence and thus find out what needs to be preparedd

Easy place to start would be OTR catalog; objectives are stated there.

Black books are with originators currently;

Let's get an inventory of what is currently thought to be a good black book.

CC will review the currently existing black book objectives and will review the many written course objectives (done by the chief instructor)...
STATINTL _____ will collect objectives as they have been written and bring them back to the Curriculum Committee.

Don't like the title, "black book." Connotates a loose leaf binder, which is fat, and in this day of less safe space, we won't have room.

It will be a device for the CC and for the Unit Chkef to know that a course is being given and so we can know what has to be done.

Lunch

STATINTL _____ CCTV area.
CCTV very good for critique purposes, about 2 years in use, good for feedback for the students, etc.

Agenda items c & d

We should be talking about content and subject matter of a course rather than length. We're okay for FY 75. It's important for this group to have a feel for what is presently in operations training. To be responsive, this Curriculum Committee has to be informed. We're not in a position to say let's consider a 10 week BOC at this time. Perhaps a subcommittee will be the vehicle to do this. Let's engage in an educational process now.

Let's talk about one of the techniques that we use in ops traing. That's the business of role playing. They have a variety of exercides. What does this mean by way of instructor time? Instructor must learn the part--and this is taxing. Also he might be serving an an Ops Ofcr in the field station, and then he has 2-3 students assigned to him....We don't stop with the role playing bit; anything that the student produces in the way of a report of paper is critiqued, in addition, the student will send cables back, and we must reply. At one time, the instructor is serving as Instructor/Agent; Ops Officer; Counselor, and headquarters desk officer.
Everything that the student does is graded; this puts a heavy load on the instructors. The students like exercises, and they want more.
When we have 51 students in a course that should haveonly 40, we have some slippage, e.g., the instructor is tired and doesn't have time to give full share to students , there is a fatigue factor. Some of the people feel the quality of the training has slipped some. Its nature is really tutorial trainingk and a Committee has been set up here at the [____] to look at new STAT ways of doing things, etc. I talked to returning officers attending a recent WH conference here and found that they could not tell me anything that we should be doing better or differently.

Before moving on to an OFC discussion, let's talk about how the [____] will be STAT helping us now. I think Jack will be helpful in helping us get the right people in the course and he will constitute a proper screening mechanism. Is there evidence of the wrong people getting into the BOC?

It's hard. We don't know what there needs are, we only have their 73s; we haven't seen their fitness reports, career plans, etc.

One thing down here that's very helpful is our evaluation system. At the end of the course, each counsellor writes an evaluation on the counsellees.

This is a very objective critique of the person.

Redefined the question. and said that let's now start with saying a course has to be 16 weeks long or 10 weeks long. Let's look at the substance.

Directed members attention to handout...and said the course now was put together by a lot of guys who were overseas and said that this is what any caseofficer overseas needs.

Role playing is the major part, but there are also seminars, ledtures and movies. We have blocks on reporting, technical business, role playing, and at this time the instructors are interchanging BOC and AOC responsibilities

Do we know what the students will need? Can we know their next assignments?

No

DTR, though, is responding to economic pressure. There is probably some real concern about the per student cost.

Perhaps this is the time to go to the DDO and tell them that if they want their same kind of product they have been getting, they will have to "pony up."

DTR is responding to the cost pressure, yes. Also, he must cope with things like CDR. [____] report on costs per student today at [_____] headquarters.

Let's assure ourselves that what we are doing now is right against the back-drop that the Agency and specifically the DDO is in grat difficulty. The DDO collection effort is not very good. How projecting is our thinking in training or how reactive is it? Should we be concerned with learning the intentions of offrers in key countries...to study intentions, and the lives of the decicsion makers of the country, should we thus be making changes in what we are teaching our Ops training....

Does the case officer of 1976 need the same training as the case officer of 1965?

Told story about his projecting narcotics training and branch chiefs training needs to the DDO and beging shot down when he canvassed the divisions. Disappointing, to say the least.

To identify a deficiency in the BOC - we don't teach enough about how to handle people and recruit people. There is not a book which one can buy on it. We are probably weak in this area. It is simpler to teach a guy the mechanical aspect of tradecraft than how to manipulate the minister of foreign affairs.

Are we teaching too much hardware that may or may not be used?

People will handle each other differently -- can you teach this? Maybe we should have been psychology majors or sociology majors?

The students we have down here have their personalities set. We can't change their personalities. We should, though, be able to diagnose their ability to recruit.

We make sure that we get every student in front of every instructor and he's in role playing, and he's in different circumstances every time. They have to show flexibility and we can spot those who are rigid.

I maintain that there is a body of knowledge available to us that we are not tapping. Talked with [____] regarding taking 50 of the most successful STATINTL projects we havegoing and going back and interviewing those who had a hand in the operation and with a behavioral scientist, having him put the significant body of common knowledge in terms that we can use.

In this Sales Analysis course, do they have any means of screening people before putting them into training. Are there some tests available to let us know if a person can benefit from BOC training?

There are some tests available, we use them now; and there is testing and training in the handling of different types of people--but in an American context.

Back to BOC course content and course length, how to you propose [ ] to examine course content?

First, there is a consultation that we are entering into with the DDO/TRO on what the [ ] core curriculum is for DDO personnel. This appears to be a logical way of proceeding

Ops course has a good background. A lot of people want to take it. The student leaves with a degree in espionage. What can OTR offer the people who can't get into the BOC? We are now looking at our ops training and looking for changes we can make. I wanted to stop a running of the BOC and asked DTR if we could use the time to see what we've been teaching, but he said "no." We are taking a look, and we have several people on the staff who are competent and can take this kind of a look.

What was the impetus for your taking this look? There has been distinct satisfaction with the training conducted here the past years.

Well, our new instructors don't have the time to be critical; might be good to have 5 DDO officers come through the course and critique it.

How about DDO conference ([ ]? Could you get a DDO group on TDY for several months to sit down with the staff here?

Back to [ ] questions, they said that BOC was fine, no dissatisfaction with product coming out or how it is handled.
But, the impetus came because the DTR said, "you change, or else." So, we have been working on this to the best of our ability. We believe OFC will be the filter and we would like to use this as a screening mechanism.

In the CT program, what we had two screening tests: a grammar test and we also required them to type at the rate of 40 wpm; this would filter out those who couldn't write, and who were taking instructor time in teaching writing.

C/CTP would like part of the interim for all CTs in the DDO to be spent in the Reports Office. But the one answer they have received indicates that these boys should have IRRR before their interim assignment.

I suggest two OFC's --
1 in January for people going to the Ops course; then a second for the others. This would allow the people in the first course to have an interim.

We could use OFC as a screening mechanism for the BOC:
1. See if they can write;
2. Live exercises to [ ] reveal those people who have no ability to handle interpersonal relationships.

What is the purpose of the OFC?

--0--- to take care of those people who will be going to the field station and functioning in a non case-officer capacity; but if we put all CTs in it (as C/CTP suggested) would this be our purpose of an OFC.

Let's look at the rationale in the demise of the OFC:
1. Number of CTs dropped
2. A careful look at "do they need that course?" Course was designed to show them how to operate in a field station. There now are fewer candidates for that overseas experience.

When you give an early front load of training in the agency, there is

STATINTL

relatively little that the individual can retain. At EOD date there is not
the time to be giving them the one Agency concept. People -- when they get
to their jobs -- usually focus in and concentrate on their own jobs.

To dale, can you put on an OFC in January.

If ordered to, yes.

Do you have a time schedule?

Don't know. We're trying to come up with some options in regard to all of
our training.

I want to hold the line on getting the projections first and then adjusting
our training to that projection.   ILLEGIB

The solution lies in working in tandem with [____] me and the DDO to try and
institute the screening mechanism you were talking about and try to get DDO
to accept a more vigogous role in applying this screening mechanism.

Film on [_____] - ACE   STATINTL

Agenda item f.   STATINTL
Looks like priority one is finishing up [_____] activity;
priority two is to finish the film on personal meetings.

the original requests were for motion pictures, but we feel these are a
waste and should be done on video tape.

Could we have a discussion of the relative merits of film and tape?

I can explain how this happned. We consulted with the audio visual types,
and the big question is the adaptability and availability of equipment
overseas to show these things. Overseas stations do not have video equipment.
We thought that going to film first would give us flexibility.

When you put it on film, it is a lot of money and you lock yourself into
what's on that film. It is not easy to change.

What is the rate of use of these abroad?
(question never answered) mfc
Use of film is a good device for primitive intelligence services.
                                                                   STATINTL
ILLEGIB   Told story of his [_____] of tape in [_____] He feels that the
equipment can portagle, that it is a mor e effective teaching device than
to merely show a film. It's quite simple to operate, can do it by parking
a vehicle some place and shooting out a window. It's not difficult, but you
should have people who know what they are doing; camera is simple.
I'm for the flexibility in using tapes as opposed to going the film route.

We're talking about two things: pre packaged aides in training tradecraft
and use of video as a critiquing device.

I'm concerned about ALT training; thinking of copying films made here and
transferring them to ALT.
                                                                   25X1
ALT types might come down here and [_____] equipment and make their own tapes.

ALT pace is such that they are committed all the time.
                                                                   STATINTL
Let's have [_____] or one of his representatives come down here and talk
about the time requirements, security factors, etc.

STAT

How much of [_____] time is devoted to_ TR projects?   STATINTL

Very little.

All requirements should come through me.

As form part of our making tapes of presentations in OTR classes, should
we be the disseminators throughout the Agecy of what people are saying in
training programs?
                                                                                STATINTL
It cold be a way of letting people who cant attend the lecture (like
[_____] have a chanceto hear what these people are saying...don't
necessarily mean we should tape every lecture like Nelson, Brownman and
spread them around.   STATINTL

Explained the list of requirements--the requests were held and put together
pending discussion by a group such as this one. We now want to get going
and ask each fellow what is the top priority. Tell me now what you want.

The film is in process and is being completed; so I spoke for the [____]

Our top priority is the Colby film, pending memos to DTR and DCI.

Then we can go ahead with making films for ALT?

Somebody from ALT should come down here and see what we have, what is
available, and what you can do with CCTV. They might change their minds
on films; they might decide they want tapes.

DTS will be doing things in a more and more wider variety of programs if
they want to be an operatings training center.; you will have to thing about
doing a service for a wider audience.
                                                                                STATINTL
I will get in touch with [_____] and people involved in taping
and motion pictures and will take into consideration primarily the
requirements of ALT.   STATINTL

Would suggest that somebody from ALT come down here as soon as possible.
                                                                                STATINTL
If we're in the hiring business, e.g., if we're thinking of hiring
demographers, econoligists, etc...., why don't we go out and hire ourselves
a consultant, instead of going to people like [_____] with our hat in hand.

[_____] is studying in this field and getting a degree in film and TV
production area. k If we're going into this sort of business and be serious
about it, --the proper development of the curriculum -- we have not to this
date faced the problem. The whole business about being serious about audio
vidual support should be addressed. We simply haven't been very good. We
must take this seriously as a means of supporting our training function.

Right, this is why [____] set out on its own.   STATINTL

What is going on down here is literally training applications of thestuff.
I agree: we should have a pro in the field who is knowledgeable about
training applications. We do not want a feature presentation, we want
training media, films and TV.

We're moving on this thing. We're creating our own studio down here.

We must decide in the career board whether we will have a film maker. Are
we filmers, or we going tape? We recognize special needs and recognize real
pressure.

We should produce a paper on our real and special needs.   ILLEGIB

I propose that CRS be the central place in the Agency for the production
for Agency required films. But what OTR does for its own training [____]
purposes , should be done through a training [____] vehicle--what we do is for
the purpose of training. We should support or try to influence the DTR ILLEGIB

STATINTL

to come to some point of action. Recognize that tape is the suitable
medium for our training pruposes, and we do not as a part of training
require a training producer and attached employees.   STATINTL

For the record, note that ▢capability to do this with ▢fficers will
diminish because they there aren't many OTR careerists doing it at the moment
who are getting substantive input.

STATINTL

Item e

This is really a continuation of what we have been talking about. Think
we should address ourselves to the critique problem. Do we want a critique?
I think there should be some stated OTR policy on what we want. And I think
each critique should have a question to the student on how we met our stated
objectives. Should they be written or oral? Let's talk aboutthe critiques
themselves.

Raised the question as to whether or not many students have to write
critiques for their supervisors when they return to their jobs. Is this
standard operating procedure? Curriculum Committee members felt this
was unusual.

We must determine how critiques are going to be used, for what purposes,
and in what element of confidentiality.

Shouldn't there be an OTR policy?

Shouldn't unit chief concerned know what he needs. A policy regarding
critiques might not be helpful to each unit chief.

But I'm not sure that all of our critiques are well constructed.

There is probably a more definitive classification of the student critique
than we have ever come to a firm conclusion on. It is not clear to us how
other training facilities have handled training critiques, how FSI, theCSC
and other government agencies handled them.

Some kind of feedback is essential, we're dealing with adult education.

Having recognizes that critiques play a role, what role do they play?

When other things are agreed upon, then there should be a policy statement.

Existing agreement was that critiques last year were left to the option of
the unit or school chief.

to find out if any of the actions of the Curriculum =Committee have resulted
in any Policy Papers.

Who helps in designing critiques?

There are different kinds of crituqies from instructors...some meet with their
students weekly and changes are made weekly as a result of these meetings.

Perhaps the word "required" in the minutes is not what we want...
every student should be afforded an opportunity to write a critique--
and we know that there are good and bad critiques.

There's a happiness factor ...and a student critique in a course is the
least reliable thing we have. What our critiques should be doing is the
measurment of our objectives.

We recognize that, you're not saying we should not afford the happiness facbbr?=

No, Allow the student his day in court. The committee should send out guide-
lines for student critiques ...should solicit xmmx from the students a response
that is designed to tell us how we did on our objectives...e.g., the BOC,
the welcome paper provides opportunity to examine xnd their opinions as to
whether or not he feels qualified on each one of the things that they were

10

STATINTL

supposed to do. On the other hand, there is a different check by instructors.

Will look for guidelines in some literature in the Library in critique construction.

Suggest OTR Library.

MFC
in minutes
policy

[____] says

STATINTL

It is the policy of OTR that all students in all courses will be afforded the opportunity to critique the instruction they have just completed. Critiques are required in new courses (for first three runnings), or in any established courses where substantive changes have been introduced.

Main change: <u>students will be afforded an opportunity to</u>

include procedureal matters

Unit chief will be determinant of what critiques are saying to suit his needs; however, all critiques will have at the minimum a statement for the attitude on how well he felt specific course objectives have been met.

Thursday after lunch

STATINTL
STATINTL

Discussed [____] memo of coverage of items of current interest, e.g., the environment, ecology, demography, in OTR courses. [____] said that there was some coverage inhis courses:

BOC - lecture on the topic in the practical exercise in which the economic intelligente collection

AOC - OER guy talkes to the students

Chief, FTC to give us information on their lectures in the fields of interest.

STATINTL

Back to end of course reports
should contain:
1. include a paragraph on what critiques said..(synthesize them to the DTR, then we can avoid sending originals to DTR.

2. EEO data - do we need to include in end-of c urse report whether people are black and white? Registrar routinely gets quarterly EEO run.

Want an OTR notice -- try to draft one with a statement that will accommodate some interest here, enjoining people who are authorites of course reports to cease from including data in the reports relative to sex, color, or creed.

Find instruction where we were supposed to do this, and if there was an instruction, let's rescind it.

Course report is the most valuable as a historical and reference material for tl course and not as a working document. It is something that makes an instructor sit down and think about his course in a constructive way, but I'm not sure it is worth much to the recipient.

DTR wants course report 10 working days after a course is finished.

DTR wants to continue to read the course reports.

Sometimes a course report can tell the rationale behind a course for a new instructor and tell him xxxxxxxxxxxx precisely why things were done the way they were.

Does the DTR want to read the end-of course reports?

Maybe he should read them to know what it's all about...that's our business... running courses.

If we want the DTR to be the leader of the group then he has tohave stuff

to read on what we are doing. That's what it's all about.

Need the end of ckurse report for extensive research on what has gone wrong.

It should include an anlaysis of the studentbody in relation to the criteria for enrollment.

Changes that have been introduced in this running because of things which happened in the past runnings

Performance evaluation

Cost factor

Summary of what the students said (and staff critique and comments)
sort of explains what the students may have commented on in their critiques)

It is an òpportunity for the instructor to talk to the DTR and make him aware o problem areas, successes, and changes, somethingof what the students felt, an honesty factor as to how content is being tested and measured against course.

Stay away from the idea of a rigid format...let's be flexible on format.

I'm worried about performance evaluation.
                                        language
It starts with an objectives, in relation to/training, it is easy, but not so easy in a course like Senior Seminar or IWA.

We should measure the success of the course against the objectives.

----Might-want-a-place-in-OTR-where-we-eould---

Will look for a book on training objectives

Group summary:
paragraph on what critiques said
changes
performance evaluation
cost factor
summary of what students said
  --resulting staff explanation

Body of end of course report notice

1. rescission of need for EEO statistics

                                                ILLEGIB   ILLEGIB

2. Class composiion
    ==unit chiefs may interpet this to their needs in relation to
       critèria; say something interesting about the class...[   ]g.,
    [   ]membership balance of the class changed because of the Suez
       crisis, etc.

2. Changes and innovations - course content with emphasis on inovations
   significant changes...a new program...

3. Problems and proposed solutions for next running

4. Summary of student critiques - student reaction and instructor comments
    as appropriate. And statement on[   ]reference   ILLEGIB
    to the extent to which we met our objectives. extent to which our
specific objectives were met.

4. Plans for post trainig feedback

Says he's on the hook for thks one. Wants help from anyone in this meeting
with thoughts on the subject. welcomes help.
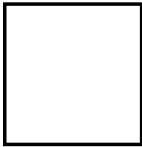
We're going down the road of cost benefit model .

ILLEGIB   ILLEGIB

Training Feedback
think that [   ] as time goes by [   ] we will have to show some
kind of behavioral change and related to this our objectives which reflect
job deficiency that can be taken care of by training. Periodically, we'll
have to take a look and see [   ] whether this course is related to job
needs.

ILLEGIB

Agenda for 29 November
1. look at the drafts of the noties that aregoing to appear
2. report on status of objectives and black books.